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Saxon Math Intermediate 3, 1st Edition – Student Edition Complete Kit (Student Edition plus eBook)

This kit contains the Student Edition and the Student Edition eBook.

This program correlates to the KY State Standards (Combined Curriculum Document). A copy of this correlation is available on request and can be found on our website at www.saxonmath.com.

Teacher Edition		
9781600328961		$192.00
Saxon Math Intermediate 3, 1st Edition – Teacher's Manual		
Essential Items		
9781600325342	Nimas	$54.00
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Saxon Math Intermediate 3, 1st Edition – Written Practice Workbook		
Free with Purchase items		

ISBN
9781602770768

Contract Price
$59.00

Grade
3

TYPE
P2

Copyright
2008

Author
Stephen Hake

Edition
1st

Content
Primary Mathematics

Readability
4.4 (Flesch-Kincaid)

Accessibility
Nimas

Research
http://saxonpublishers.harcourtachieve.com/HA/Resources/ResourceCenter/RCHome.aspx

Provided by the Publisher

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Type - P2	Author - Stephen Hake		
Copyright - 2008	Edition - 1st	Readability - 4.4 (Flesch-Kincaid)	
Course - Primary Mathematics		Grade(s) - 3	
Teacher Edition ISBN if applicable..... 9781600328961			

Provided by the Publisher

Overall Recommendation: **Recommended as BASAL**

if this box is not checked, the evaluators have chosen NOT recommend as basal

Overall Strengths, Weaknesses, Comments:

Click here to enter text.

NIMAC Accessibility N
Ancillary Yes
Free with Purchase Yes
Research Yes

http://saxonpublishers.harcourtachieve.com/HA/Resources/ResourceCenter/RCHome.aspx

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CRITERIA

This basal resource …

A. Encompasses KY Content Standards & Grade Level Expectations — **Moderate Evidence**

Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 5 Big Ideas of mathematics to the following extent:	
a) Number Properties and Operations	Strong Evidence
b) Measurement	Strong Evidence
c) Geometry	Strong Evidence
d) Data Analysis and Probability	Strong Evidence
e) Algebraic Thinking	Strong Evidence
2) Addresses content-specific enduring understandings from the related Program of Studies standards.	Moderate Evidence
3) Addresses content-specific skills and concepts from the related Program of Studies standards.	Strong Evidence
4) Content addressed is current, relevant and non-trivial	Moderate Evidence
5) Provides opportunities for critical thinking/reasoning	Little or No Evidence

6) Strengths, Weaknesses, Comments:

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Critical thinking only occurs during formal assessment.

Lesson content is very trivial.

B. Functionality & Suitability	Moderate Evidence

1) Suitability — **Strong Evidence**

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) Content quality — **Strong Evidence**

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community
- Interconnections among mathematical topics

3) Connections to Literacy — **Moderate Evidence**

- Employs a variety of reading levels and is grade/level appropriate
- Use of multiple representations-concrete, visual/spatial, graphs, charts, etc.
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- The text is engaging and facilitates learning
- Embedded activities enhance the understanding of the text
  Note: may apply to either student or teacher editions

4) Connections to Technology — **Little or No Evidence**

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data
- Embeds web links as a mathematics resource.

5) Support for Diverse Learners — **Strong Evidence**

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms
- Challenge for gifted and talented students
- Support for students with learning difficulties
  Note: may apply to either student or teacher editions

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Technology is limited to teacher use: recourses.

C. Supports Inquiry and Skill Development	Moderate Evidence

1) Promotes Inquiry, research and Application of Learning — Moderate Evidence

- Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions, formulating authentic questions to deepen and extend mathematical reasoning.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing,

justifying, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
  Note: may apply to either teacher or student edition

2) Skill Development Moderate Evidence

- Provides opportunities to make sense of all mathematics
- Provides opportunities to recognize, create, and extend patterns.
- Provides opportunities for critical thinking and reasoning.
- Provides opportunities to justify/prove responses.
- Provides opportunities to ask deeper questions.
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving
  Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

Critical thinking only occurs during assessment or home connections.

D. Supports Best Practices of Teaching and Learning **Strong Evidence**

1) Engages Students Strong Evidence

- Includes content geared to the needs, interests, and abilities of all students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated
  Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction Strong Evidence

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels
  Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:
- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

Provides a variety of assessments.

E. Has an Organization/ Format that Supports Learning and Teaching **Moderate Evidence**

1) Organizational Quality Moderate Evidence

- Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type

size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual manipulatives) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text) Moderate Evidence

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:
- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Lesson sequence is scattered.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F **Strong Evidence**

1) Ancillary/Gratis Materials
- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving
- Provides opportunities for intervention.

2) Strengths, Weaknesses, Comments:
- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

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